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ABSTRACT

The Teacher/Tutor Room (TTR) was created by the Special Services staff at Coweeman Junior High School (Kelso, Washington) to provide academic support for their "special needs" students in the least restrictive environment without giving them an obvious label or stigmatizing them by putting them in a special class. Students who need short-term tutoring, time to complete class assignments, or a variety of other services report to the Teacher/Tutor Room during the school day, at lunch time, or after school for assistance. Three primary groups of students are served by the TTR--students who are in basic education, in special education, or are at-risk. The TTR is staffed by two certified Special Services Personnel and the TTR Instructional Aide. The TTR facility has helped the school meet the diverse needs of individual students, regardless of "special" program, handicapping condition, mental or physical capability, or governmental obligation. (Three charts depict the form and functions of the TTR room.) (ND)

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The Teacher Tutor Room: A Way To Help All Students At-risk

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Spokane, Washington

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Introduction

Our teacher tutor room provides support for academic success. Students who need short-term tutoring, who need to complete class assignments, or a variety of other services report to the Teacher Tutor Room during the school day, at lunch time, or after school for assistance.

Three primary groups of students are served by the teacher tutor room. These include students who are in basic education, special education, and are at-risk.

Purpose of the Teacher/Tutor Room

The teacher/Tutor Room (TTR) was originally created by the Special Services Staff at Coweeman Junior High in an attempt to serve their "special needs" students in the least restrictive environment without giving them an obvious label or stigmitizing them by putting them in a special class. So the question was asked "How do we help these kids (and any other regular ed students) without putting the handslapping and demeaning non-achiever labels on them?" The answer was to create a facility and program to help all kids be successful; Where, the most skill deficient would use the facility the most and other students would use it as needed. As it turned out, this philosophy seems to be working better as school and governmental policies demand more of the individual schools. Through the TTR program, Coweeman now has the ability to serve students who are not only Special Ed, but also 504, ESL, BEA, or any other funded or non-funded program because we serve all students without regard for funding sources.

In short, our TTR facility has helped us meet the diverse needs of individual students, regardless of "special" program, handicapping condition, mental or physical capability, or governmental obligation. Further, as our state government requires school districts to comply with regulations to adapt to even more "special needs" kids, this program will already be meeting those needs.

TTR Operations

The Teacher Tutor Room (TTR) is a facility created to help kids to succeed regardless of the "special circumstances" occurring in their school lives. The facility operates all day, including lunches, in its attempt to meet these students' needs.

During the day, (IE when classes are in session) teachers may send students to TTR for a variety of reasons. Students who are falling behind because of extended absences (or because they "just don't get it") can come in and get extra one-on-one help, whereas in class they would have to take the teacher's time away from 30 other students to get the same help. A P.E. instructor can send a student who is temporarily unable to participate due to injury or illness who otherwise would have to be supervised on the sidelines while class is being taught. Some Special Progam students (Resource and "At Risk") are sent regularly or periodically (depending on each student's IEP or plan) for classroom support. In addition, this facility provides a place to schedule and support Peer Tutors, Indian Education Tutors, Speech and Language Instructors, or Physical Occupational Therapists when they work with kids.

Another "classtime" function of TTR is to improve the communication between school and home. Students are sent to resolve classroom behavior problems (tardies, missing supplies, etc.), inform parents by phone or mail of continuing non-performance in school, (missing projects/assignments, etc.), or any other communication which the teacher feels is of immediate concern or value.

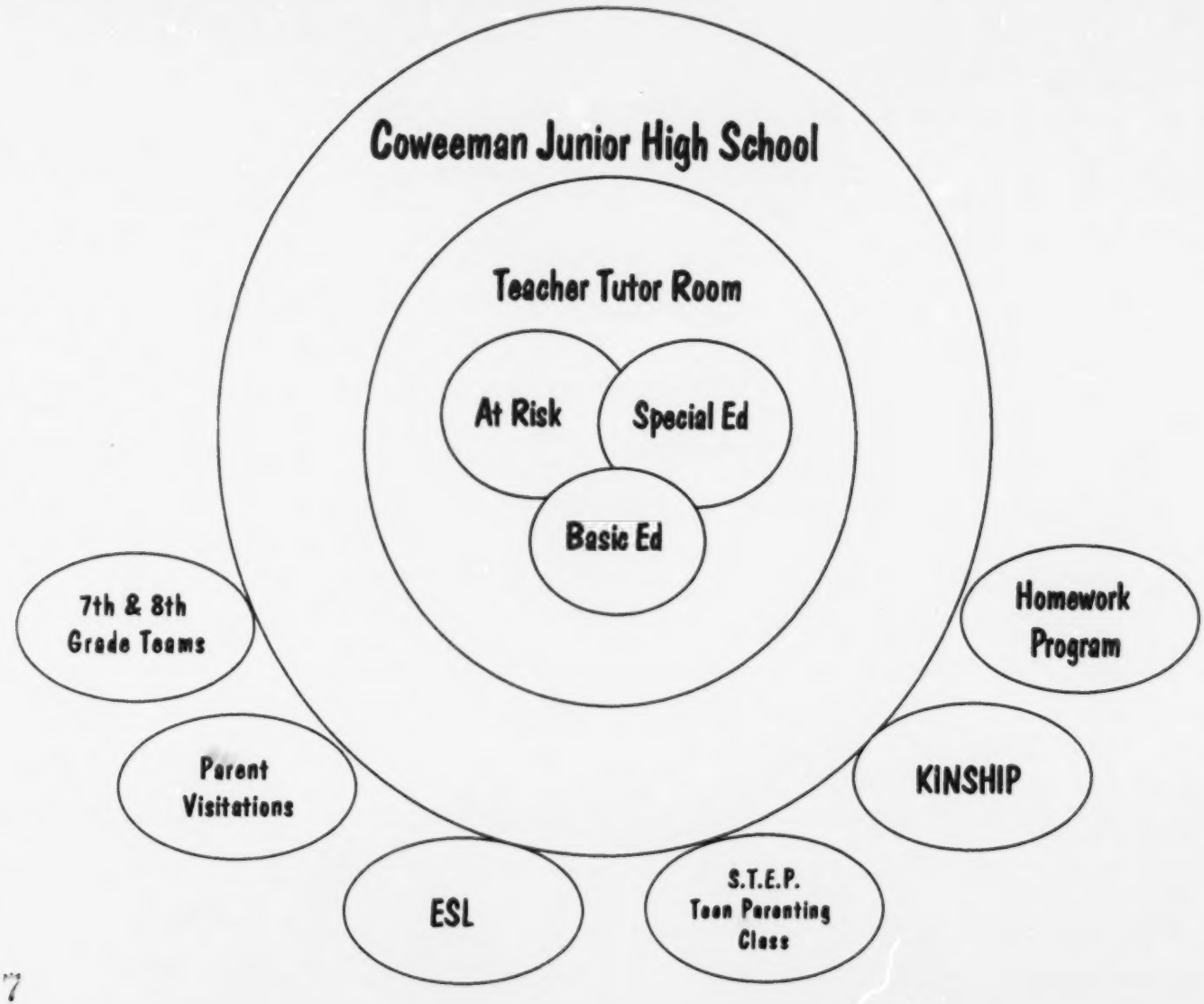
The lunchtime program is designed as a "logical consequence" to help students fulfill their responsibilities to their instructors. After at least 2 attempts to get an individual student to complete a particular homework project, the teacher can send a notice to TTR and the staff will notify this particular student that he/she is to report to TTR with lunch and books to complete their assignment. This lunch "invitation" is delivered to the student's room just prior to their lunch period; they may leave 5 minutes early to get their lunch and the books they need. They must report within 5 minutes after lunch begins. They may leave TTR when the assignment(s) are completed and turned in to the TTR Staff. If the students are unable to complete the assignments during this time period, they are encouraged to finish it all at home that evening and turn it into the TTR the next day to avoid another lunch invitation. Should a student choose not to show for TTR for lunch, two after school detentions will be issued for each of the first two no shows; a third no-show will warrant a letter sent home. For kids who chronically choose the detentions, Saturday Schools are issued to replace detentions on the first no show.

Again, this program places the responsibility on the student for the decisions they make, whether it be class behavior, homework assignments, or merely following teacher directions.

TTR Facility and Staffing

The TTR is a centrally located classroom at Coweeman that can be divided into individual and small group student stations or partitioned to accomodate conferencing. Work space is also provided for each certificated and classified staff member who are assigned to work out of TTR. In addition to the above, desks and tables for staff and students, the TTR also contains room dividers, a telephone, computers for staff and student use, file cabinets, bookshelves, storage cupboards, blackboards, various textbooks (resources for other school staff to use in their classroom) and extra textbooks that are currently being used in the classroom and a healthy quantity of school supplies that students may use when in need.

Our TTR is currently staffed by 2 certificated Special Services Personnel (1 Student Case Manager working with an "At Risk" population and 1 Special Education Teacher working with "Resource" students) and the TTR Instructional Aide. Other instructional aides who work with the above certificated staff also work out of this facility. While the certificated staff oversee the TTR program and facility as a whole, the TTR Aide has the responsibility for the general day to day operation of the program. This includes, but by no means limited to, preparing the daily roster for "lunch" program, creating forms used in TTR, encouraging and motivating students who come in for help, phoning parents of students sent for home contacts, delivering TTR lunch invitations, checking students' assignments for accuracy before submitting them to the teachers, and checking out books and supplies for student use. As other jobs, commitments, and situations arise for TTR to handle, the above team of certified and classified staff members meet to delegate and assign responsibilities as needed.



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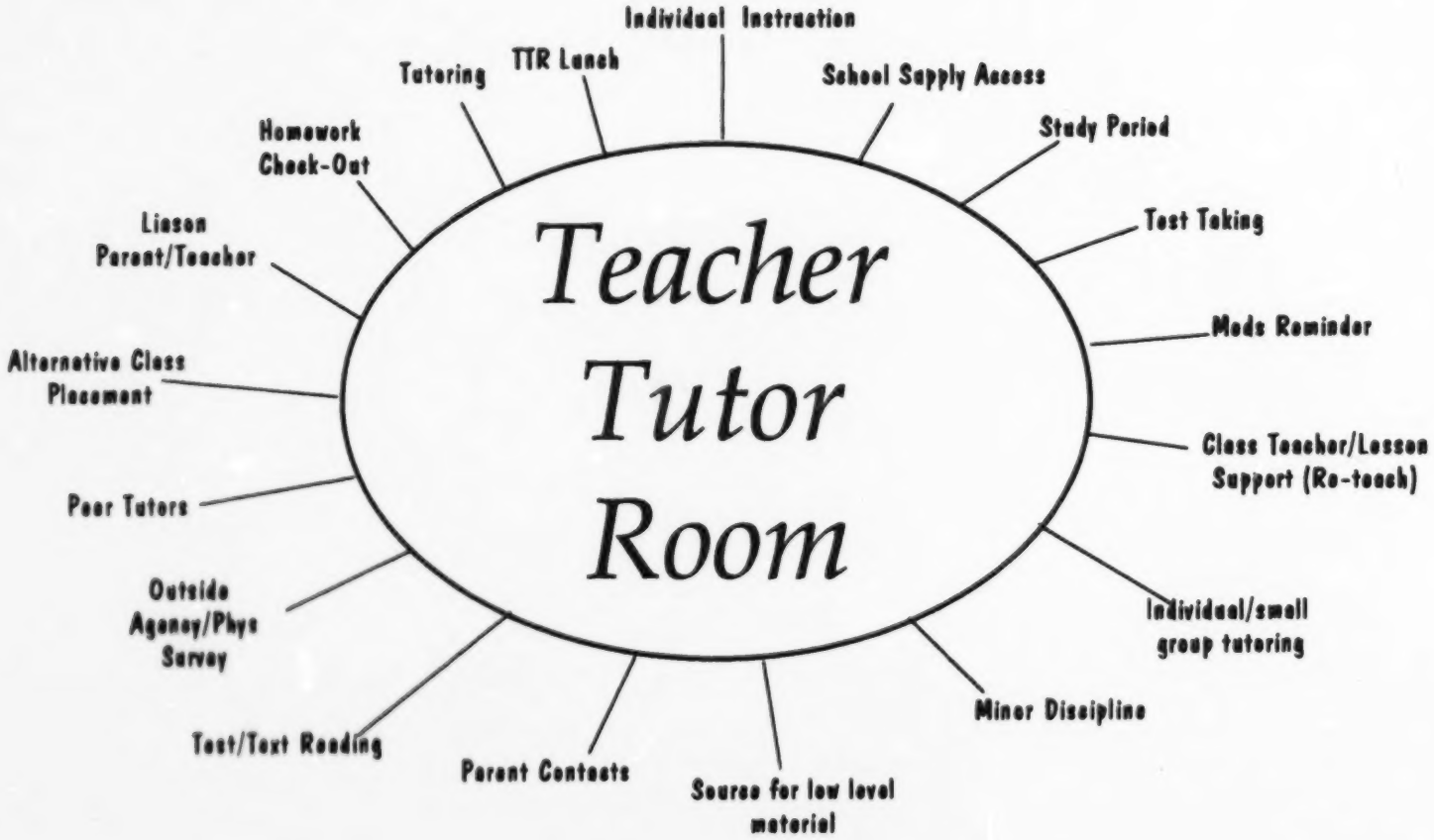

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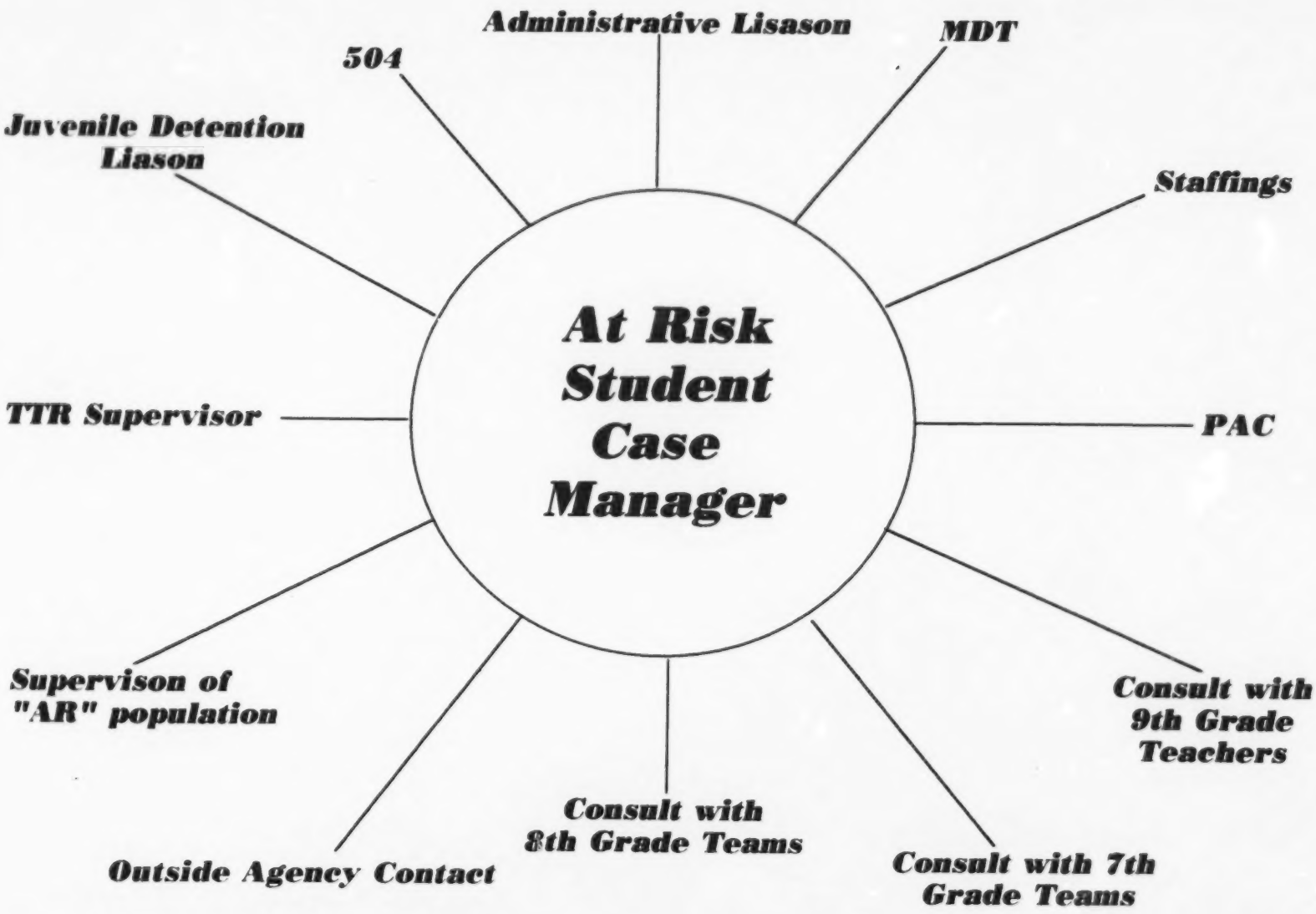
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TTR Supervisor
PAC
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Consult with 9th Grade Teachers
Consult with 8th Grade Teams
Outside Agency Contact
Consult with 7th Grade Teams